

## CONTRACTS/EVALUATION/PROBATION OF CERTIFICATED EMPLOYEES

Superintendent Rich Woodfin  
October 15, 2010

Employment contracts with certificated personnel shall be in writing and shall state: (1) the length of time the contract is in force; and (2) the total compensation of the contract period. Employment contract forms shall be approved by the state superintendent of public instruction. For the purpose of this policy, "certificated personnel" does not include certificated administrators.

The provisions outlined in this policy do not apply in the event that the Board initiates the financial emergency provisions of 33-515 and 33-522.

### CATEGORY 1 - LIMITED CONTRACTS:

Definition: The Board of Trustees may offer a one (1) year limited contract to any first-year certificated employee hired by the district after August 1. A limited contract will be only for the duration of the school year. No property rights are obtained through the issuance of a Category 1 contract.

Evaluation: In accordance with State statute 33-514, there are no evaluation requirements for certificated employees who receive Category 1 contracts

Probation/Termination: A Category 1 contract is specifically offered only for the duration of a school year and this district is under no obligation to give further notice to terminate the contract at the conclusion of the contract year. The district is further under no obligation to rehire an employee who had received a limited contract.

In the event the district does rehire a certificated individual who received a limited contract with this district during the previous school year, the employee will receive a contract during the second year of employment, unless the hiring occurred after August 1. In that event, the district shall have the right to exercise its option of utilizing a one (1) year limited contract. Employment on a limited contract will apply towards renewable contract status with this district in the event the employee is employed under a contract during the next ensuing school year after the expiration of the limited contract.

### CATEGORY 2 - ANNUAL CONTRACTS:

Definition: The Board of Trustees may offer a Category 2 annual contract to any employee in his/her first or second years of continuous employment with the same school district.

Evaluation: All certificated employees receiving a Category 2 contract shall receive a minimum of two (2) written evaluations in each of the annual contract years. At least one (1) evaluation shall be completed before December 10 of the contract year. The second evaluation will be completed and delivered to the superintendent no later than April 15. Copies of the completed formal evaluations shall be given to the teacher. The results of the evaluations shall be made a matter of record in the employee's personnel file.

Probation/Termination: No property rights are attached to personnel on a category 2 contract and therefore the employee shall not be entitled to a review by the local board of the reasons or decision not to reemploy. The certificated employee shall be provided a written statement of reasons for non-employment by no later than May 25th.

#### CATEGORY 3 - ANNUAL CONTRACTS:

Definition: The Board of Trustees may offer a Category 3 annual contract to any employee in his/her third year of continuous employment with the same school district.

Evaluation: All certificated employees receiving a Category 3 annual contract shall receive a minimum of two (2) written evaluations. At least one (1) evaluation shall be completed before December 10<sup>th</sup> of the contract year. The second evaluation will be completed and delivered to the Superintendent no later than April 15. Copies of the completed formal evaluations shall be given to the teacher. The results of the evaluation shall be made a matter of record in the employee's personnel file.

Probation/Termination: When an employee's work is found to be unsatisfactory, a reasonable period of probation not less than eight (8) weeks shall be established by the Board of Trustees. At the end of the probationary period, the board shall decide whether the employee is to be retained, immediately discharged, discharged upon termination of the current contract, or reemployed at the end of the contract term under a continuing probationary status.

Notwithstanding the provisions of the open meeting law, the decision to place a certificated employee on probationary status may be made in executive session and the employee shall not be named in the minutes of the meeting. A record of the decision shall be placed in that employee's personnel file. This procedure shall not preclude recognition of unsatisfactory work at a subsequent evaluation and the establishment of a reasonable period of probation. The employee shall be notified in writing of the areas of work which are deficient, including the conditions of probation. (Idaho Code 33-514)

An employee on a Category 3 annual contract shall be given notice by the board of trustees no later than May 25th on whether he/she will be reemployed the ensuing school year. In the event that the Category 3 employee is not re-employed, he/she has the right to an informal review in front of the Board.

#### RENEWABLE CONTRACTS:

Definition: Renewable contracts (standard teacher contracts) are the most commonly used contract in the state of Idaho and confers upon the teacher renewable contract status or tenure.

Evaluation: The performance of each certificated employee receiving a renewable contract shall be evaluated at least once annually. The evaluation will be completed and delivered to the Superintendent no later than April 15 of the current contract year. A copy of the completed formal evaluation shall be given to the teacher. The results of the evaluation shall be made a matter of record in the employee's personnel file.

Probation/Termination: Before the board can determine not to renew a contract for reasons of an unsatisfactory report of the performance of any certificated person whose contract would otherwise automatically be renewed, or to renew the contract of an employee at a reduced

salary, the employee shall be entitled to a reasonable period of probation. The period of probation shall be preceded by a written notice from the board with reasons for such probationary period and with provisions for adequate supervision and evaluation of the person's performance during the probationary period. The period of probation shall not affect the person's renewable contract status.

Placement on probation in District #182 is viewed as one part of the evaluation process intended to improve the individual performance of a single employee and the overall excellence of the education program. The specific procedure established for formal probation is:

1. The superintendent will recommend to the Board of Trustees that a certificated employee be placed on probation. The recommendation should include the general basis for the recommendation and the proposed terms and conditions of the probation.
2. The employee will be informed in writing by the Board of Trustees that he/she is being placed on probation.
3. The employee will receive in writing the reasons for the probation and the terms and conditions to be met during the probation. This will be prepared by the superintendent or building principal.
4. The time frame of the probation period will be clearly defined in writing as outlined in Idaho Code 33-514(c).
5. Upon completion of the probation period, the Board of Trustees may make one of the following recommendations: (a) discontinue probation, (b) continue probation, or (c) not renew the individual's contract.

In the case of a recommendation for non renewal of contract, the certified person has the right to a hearing before the Board. (State code specifies time frames to be observed in this process.) Because of its role as a hearing body, the Board will be unavailable for discussion of the specifics of the probation with either the administrative staff or the certified staff involved outside of the formal proceedings. Probation is considered a confidential matter. The Board will not be free to discuss specifics of the probation with either the administrative or certified staff involved outside of the formal proceedings.

Consideration of probationary status for certificated personnel may be held in executive session. If the consideration results in probationary status, the individual on probation shall not be named in the minutes of the meeting. A record of this decision shall be placed in the teacher's personnel file.

#### SUPPLEMENTAL CONTRACTS:

Definition: Supplemental contracts may be used by the school board to employ individuals to provide extra duty assignment. An extra duty assignment is an assignment which is not part of a certificated employee's regular teaching duties. Any such contract shall be separate and apart from an annual, a renewable or a limited one (1) year contract, and no property rights shall attach to a supplemental contract.

Probation/Termination: If the board of trustees determines not to reissue a supplemental contract, the board shall give written notice to the employee describing the reasons for the decision not to reissue. The employee, upon written request to the board, shall be entitled to an informal review using the process outlined by the board.

## EVALUATIONS:

Purpose: The primary purpose of certificated personnel evaluation is to improve teaching performance, promote professional learning, and improve student achievement. Certificated personnel and administrators should view the evaluation process as a learning experience and opportunity for both to grow in understanding and knowledge. Evaluations may also be used in making personnel decisions.

Evaluation Criteria: The District's teacher evaluation process is based, in part, on the work of Charlotte Danielson as presented in Enhancing Professional Practice: A Framework for Teaching (T\* Edition). Other certificated personnel (including, but not limited to, librarians, counselors, school psychologists, and specialists) may be evaluated using the appropriate forms from the Danielson Framework.

Evaluator: The primary responsibility for the evaluation of certificated personnel lies with the building principal, direct supervisor, and/or designee who may assist in observations and data gathering. In the event that anyone other than the building principal or direct supervisor shall conduct the evaluation, the name and title of the specific evaluator(s) must be made known to certificated personnel prior to conducting the actual evaluation.

Procedure: A pre-observation conference will be held between the appropriate administrator and certificated personnel prior to the formal observations, so that they may be apprised of the procedures, the criteria, and the forms included in the evaluation process. This conference may be conducted as a whole staff; however, it is recommended that the evaluator hold a separate individual or small group conference with those certificated personnel on category 1, 2, or 3 contracts. This will allow additional time to review the processes and expectations.

For teachers, a minimum of one (1) formal lesson observation shall be included in the evaluation. It is recommended that the formal observation consist of a minimum of thirty (30) minutes of uninterrupted observation. The formal lesson observation may be prearranged or unannounced by the evaluator. The evaluation shall not be limited to those activities observed during the formal lesson observation. Teachers are encouraged to complete a self-evaluation using the same evaluation criteria. For certificated employees who are not classroom teachers (including, but not limited to librarians, counselors, school psychologists, and specialists), the formal observation procedures may not be appropriate. In such cases, alternative observation options may be used.

A post-observation/goal setting conference shall be held as soon as possible, but no later than ten (10) contract days after the formal observation. The administrator(s) and teacher shall review the content of the evaluation and set specific goals related to individual improvement. During the goal-setting portion of the evaluation, the administrator(s) and the certificated personnel should focus first on any "unsatisfactory" components then on any "basic" components on the evaluation. They should be careful to avoid setting too many goals or setting unrealistic expectations. In cases where multiple areas for improvement have been identified, those components identified in bold on the forms should be higher priority.

The Goal Setting Conference Summary shall be completed by the administrator(s) and all certificated personnel and shall become part of the formal evaluation.

In the event that the certificated employee has been marked as "unsatisfactory" in any two components within a single domain, the employee is considered "unsatisfactory" in the entire domain. In such cases, the evaluator(s) and the employee shall collaborate to develop a formal improvement plan using the Goal Setting Conference Summary that includes specific goals and timelines to address the "unsatisfactory" components. The plan duration is recommended to be from six (6) to nine (9) weeks, followed by a second formal evaluation to review progress in meeting the goals of the plan. Whenever a certificated employee receives a second subsequent formal evaluation in which his/her performance is deemed "unsatisfactory" in the same components listed in the formal improvement plan, the certificated employee shall be recommended to the superintendent and the Board of Trustees for formal probation. A certificated employee maybe placed on formal probation without developing a formal improvement plan when the actions are determined to be criminal, grossly negligent and/or violate the Code of Ethics for Idaho Professional Educators.

The certificated employee will be responsible to account for the progress toward meeting his/her goals by providing the described evidence within the prescribed timelines. Administrators and/or supervisory personnel shall provide the certificated employees with reasonable support in meeting the identified goals.

**Communication of Results:** A copy of each formal evaluation shall be given to the certificated employee by the evaluator(s) within ten (10) contract days following the post-observation/goal setting conference. A copy signed by both parties shall be given to the certificated employee. The certificated employee's signature does not necessarily indicate agreement with the summary but, rather, an awareness of the content.

**Appeal:** The certificated employee may submit a written rebuttal to the evaluation summary within twenty (20) days of receiving his/her copy of the formal evaluation, and have it attached to the summary to be placed in his/her personnel file. The rebuttal shall be initialed by both the employee and the evaluator to signify mutual awareness of the contents.

**Professional Development and Training:** The primary responsibility for monitoring the accurate implementation of the District's evaluation plan and for providing on-going training to employees (both instructional and administrative) lies with the superintendent or his/her designee.

Administrators will receive training on the district's evaluation tool, standards, and process annually during the regularly scheduled administrative team meetings. The superintendent and/or designers) will collect data from the district's teacher evaluations. This data may be analyzed to help determine areas of need in which targeted professional development for teachers and administrators will be offered.-Ongoing training and professional development for administrators and certificated employees may be funded through the use of Title II or other funds specifically set aside for that purpose. The district will also take advantage of state sponsored trainings on teacher evaluations.

**Annual Review:** On a yearly basis, the Certified Employee Evaluation Committee, composed of two administrators and two certificated teachers selected by the superintendent, will meet to review the system used for evaluation. Recommendations from the committee for modifications will be submitted to the superintendent and/or Board for approval.

**LEGAL REFERENCE:**

**Idaho Code Sections**

**33-514**

**33-514A**

**33-515**

**33-515A**

**IDAPA 08.02.02.120**

**Gunter v. Board of Trustees, 123 Idaho 910(1993)**

**Brown v. Caldwell Sch. Dist. No. 132, Idaho Sup. Ct. (June 21, 1995).**

**Proposal Date:**

**Approval Date:**

**CONTRACTS/EVALUATION/PROBATION OF**

**CERTIFICATED EMPLOYEES**

**10/15/2010**

# MACKAY SCHOOL DISTRICT #182

## TEACHER EVALUATION

SCHOOL YEAR: \_\_\_\_\_

NAME:	OBSERVATION:	OBSERVED ACTIVITIES:
BUILDING:	CONFERENCE:	
ASSIGNMENT:		

Carefully reflect on teaching performance in all four domains. Administrators shall complete the evaluation using the "Levels of Performance-Evaluation Rubrics." Teachers are encouraged to complete a self-evaluation using the same rubrics. Be prepared to discuss performance in all domains during the post-observation/goal setting conference.

First evaluations (Category 1, 2, 3 contracts) shall be completed prior to December 10 and shall be delivered to the superintendent. All other evaluations (including second evaluations) shall be completed and delivered to the superintendent by April 15. The results of the evaluation shall be made a matter of record in the employee's personnel file.

	U	B	P	U: Unsatisfactory    B: Basic    P: Proficient
<b>DOMAIN 1: PLANNING AND PREPARATION</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Comments:</b> Refer to specific components by component number.
<b>(1a) Demonstrating Knowledge of Content and Pedagogy</b> <i>Knowledge of content and the structure of the discipline. Knowledge of prerequisite relationships. Knowledge of content-related pedagogy.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>(1b) Demonstrating Knowledge of Students</b> <i>Knowledge of child and adolescent development. Learning process. Students' skills, knowledge, and language proficiency. Students' interests. Special needs.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>(1c) Setting Instructional Outcomes</b> <i>Value, sequence, and alignment. Clarity. Balance. Suitability for diverse learners.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>(1d) Demonstrating Knowledge of Resources</b> <i>Resources for classroom use. Resources to extend content knowledge and pedagogy. Resources for students.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>(1e) Designing Coherent Instruction</b> <i>Learning activities. Instructional materials and resources. Instructional groups. Lesson and unit structure.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>(1f) Designing Student Assessment</b> <i>Congruence with instructional outcomes. Criteria and standards. Design of formative assessments. Use for planning.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>DOMAIN 2: CLASSROOM ENVIRONMENT</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>(2a) Creating an Environment of Respect and Rapport</b> <i>Teacher interaction with students. Student interactions with other students.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>(2b) Establishing a Culture for Learning</b> <i>Importance of the content. Expectations for learning and achievement. Student pride in work.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>(2c) Managing Classroom Procedures</b> <i>Management of instructional groups. Transitions. Materials and supplies. Performance of noninstructional duties. Supervision of paraprofessionals.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>(2d) Managing Student Behavior</b> <i>Expectations. Monitoring of student behavior. Response to student misbehavior.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>(2e) Organizing Physical Space</b> <i>Safety and accessibility. Arrangement of furniture and use of physical resources.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

OTE: Components listed in **bold** have been identified as highest priority.

**DOMAIN 3: INSTRUCTION**  **Comments:** Refer to specific components by component number.**(3a) Communicating with Students**

*Expectations for learning. Directions and procedures. Explanations of content.  
Use of oral and written language.*

  **(3b) Using Question and Discussion Techniques**

*Quality of questions. Discussion techniques. Student participation.*

  **\*(3c) Engaging Students in Learning**

*Activities and assignments. Grouping of students. Instructional materials and resources. Structure and pacing.*

  **(3d) Using Assessment in Instruction**

*Assessment criteria. Monitoring of student learning. Feedback to students.  
Student self-assessment and monitoring of progress.*

  **\*(3e) Demonstrating Flexibility and Responsiveness**

*Lesson adjustment. Response to students. Persistence.*

  **DOMAIN 4: PROFESSIONAL RESPONSIBILITY**  **(4a) Reflecting on Teaching**

*Accuracy. Use in future teaching.*

  **\*(4b) Maintaining Accurate Records**

*Student completion of assignments. Student progress in learning.  
Noninstructional records.*

  **(4c) Communicating with Families**

*Information about the instructional program. Information about individual students. Engagement of families in the instructional program.*

  **(4d) Participating in a Professional Community**

*Relationships with colleagues. Involvement in a culture of professional inquiry.  
Service to the school. Participation in school and district projects.*

  **\*(4e) Growing and Developing Professionally**

*Enhancement of content knowledge and pedagogical skill. Receptivity to feedback from colleagues. Service to the profession.*

  **(4f) Showing Professionalism**

*Integrity and ethical conduct. Service to students. Advocacy. Decision making.  
Compliance with school and district regulations.*

  

Other Comments:

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Administrator Signature:

Date:

\*Teacher's signature does not necessarily indicate agreement with the evaluation, only that the teacher is aware of the content. Teachers may submit written rebuttal to this evaluation.

Teacher Signature:\*

Date:

# GOAL SETTING CONFERENCE SUMMARY

Administrators and teachers should complete the goal setting form together as part of the evaluation post-observation conference. Goals should be related to desired improvements in specific domains and/or components identified in the evaluation. Goals should first address all "Unsatisfactory" components. Any "Basic" components should be addressed next, with an emphasis on those components listed in bold. Teachers will be responsible to account for the progress toward meeting their goals by providing the described evidence within the prescribed time lines.

## GOAL 1:

Steps to  
Reach Goal:

Time Line

Evidence:

## GOAL 2:

Steps to  
Reach Goal:

Time Line

Evidence:

## GOAL 3:

Steps to  
Reach Goal:

Time Line

Evidence:

## GOAL 4:

Steps to  
Reach Goal:

Time Line

Evidence:

Administrator Signature:

Date:

Teacher Signature:

Date:

## Levels of Performance-Evaluation Rubrics

### **DOMAIN 1: PLANNING AND PREPARATION**

#### **Component 1a: Demonstrating Knowledge of Content and Pedagogy**

**Elements:** Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships

• Knowledge of content-related pedagogy

ELEMENT	LEVEL OF PERFORMANCE		
	UNSATISFACTORY	BASIC	PROFICIENT
<b>Knowledge of content and the structure of the discipline</b>	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
<b>Knowledge of prerequisite relationships</b>	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
<b>Knowledge of content-related pedagogy</b>	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

SOURCE: Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2<sup>nd</sup> ed). Alexandria, VA: Association for Supervision and Curriculum Development. Adapted with permission.

## Levels of Performance-Evaluation Rubrics

### **DOMAIN 1: PLANNING AND PREPARATION**

#### **Component 1b: Demonstrating Knowledge of Students**

**Elements:** Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

ELEMENT	LEVEL OF PERFORMANCE		
	UNSATISFACTORY	BASIC	PROFICIENT
<b>Knowledge of child and adolescent development</b>	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.
<b>Knowledge of the learning process</b>	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.
<b>Knowledge of students' skills, knowledge, and language proficiency</b>	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.
			In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
			Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
			Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.

## Levels of Performance-Evaluation Rubrics

### **DOMAIN 1: PLANNING AND PREPARATION**

#### **Component 1b: Demonstrating Knowledge of Students (continued)**

**Elements:** Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Knowledge of students' interests and cultural heritage</b>	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
<b>Knowledge of students' special needs</b>	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

## Levels of Performance-Evaluation Rubrics

### DOMAIN 1: PLANNING AND PREPARATION Component 1c: Setting Instructional Outcomes

**Elements:** Value • sequence, and alignment • Clarity • Balance • Suitability for diverse learners

ELEMENT	LEVEL OF PERFORMANCE		
	UNSATISFACTORY	BASIC	PROFICIENT
<b>Value, sequence, and alignment</b>	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
<b>Clarity</b>	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.
<b>Balance</b>	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.
<b>Suitability for diverse learners</b>	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

## Levels of Performance-Evaluation Rubrics

### DOMAIN 1: PLANNING AND PREPARATION Component 1d: Demonstrating Knowledge of Resources

**Elements:** Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students

ELEMENT	LEVEL OF PERFORMANCE		
	UNSATISFACTORY	BASIC	PROFICIENT
<b>Resources for classroom use</b>	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.
<b>Resources to extend content knowledge and pedagogy</b>	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.
<b>Resources for students</b>	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.

## Levels of Performance-Evaluation Rubrics

### DOMAIN 1: PLANNING AND PREPARATION Component 1e: Designing Coherent Instruction

**Elements:** Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Learning activities</b>	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
<b>Instructional materials and resources</b>	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
<b>Instructional groups</b>	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
<b>Lesson and unit structure</b>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

SOURCE: Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2<sup>nd</sup> ed). Alexandria, VA: Association for Supervision and Curriculum Development. Adapted with permission.  
Page 6 of 23

## Levels of Performance-Evaluation Rubrics

### **DOMAIN 1: PLANNING AND PREPARATION**

#### **Component 1f: Designing Student Assessments**

**Elements:** Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Congruence with instructional outcomes</b>	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment, assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
<b>Criteria and standards</b>	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear, there is evidence that the students contributed to their development.
<b>Design of formative assessments</b>	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
<b>Use for planning</b>	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

SOURCE: Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2<sup>nd</sup> ed). Alexandria, VA: Association for Supervision and Curriculum Development. Adapted with permission.

## Levels of Performance-Evaluation Rubrics

### **DOMAIN 2: THE CLASSROOM ENVIRONMENT**

#### **Component 2a: Creating an Environment of Respect and Report**

**Elements:** Teacher interaction with students • Student interactions with other students

ELEMENT	LEVEL OF PERFORMANCE		
	UNSATISFACTORY	BASIC	PROFICIENT
<b>Teacher interaction with students</b>	<p>Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.</p>	<p>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.</p>
<b>Student interactions with other students</b>	<p>Student interactions are characterized by conflict, sarcasm, or put-downs.</p>	<p>Students do not demonstrate respect for one another.</p>	<p>Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.</p> <p>Students demonstrate genuine caring for one another and monitor one another's treatment of peers, connecting classmates respectfully when needed.</p>

## Levels of Performance-Evaluation Rubrics

### **DOMAIN 2: THE CLASSROOM ENVIRONMENT**

#### **Component 2b: Establishing a Culture for Learning**

**Elements:** Importance of the content • Expectations for learning and achievement • Student pride in work

ELEMENT	LEVEL OF PERFORMANCE		
	UNSATISFACTORY	BASIC	PROFICIENT
<b>Importance of the content</b>	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.
<b>Expectations for learning and achievement</b>	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.
<b>Student pride in work</b>	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.
			Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.

## Levels of Performance-Evaluation Rubrics

### **DOMAIN 2: THE CLASSROOM ENVIRONMENT**

#### **Component 2c: Managing Classroom Procedures**

**Elements:** Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of noninstructional duties • Supervision of volunteers and paraprofessionals

ELEMENT	LEVEL OF PERFORMANCE		
	UNSATISFACTORY	BASIC	PROFICIENT
<b>Management of instructional groups</b>	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.
<b>Management of transitions</b>	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.
<b>Management of materials and supplies</b>	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.
<b>Performance of noninstructional duties</b>	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.
<b>Supervision of volunteers and paraprofessionals</b>	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.

## Levels of Performance-Evaluation Rubrics

### **DOMAIN 2: THE CLASSROOM ENVIRONMENT**

#### **Component 2d: Managing Student Behavior**

Elements: Expectations • Monitoring of student behavior • Response to student misbehavior

ELEMENT	LEVEL OF PERFORMANCE		
	UNSATISFACTORY	BASIC	PROFICIENT
<b>Expectations</b>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.
<b>Monitoring of student behavior</b>	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.
<b>Response to student misbehavior</b>	Teacher does not respond to misbehavior, or the response is inconsistent, is overtly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.
DISTINGUISHED			Standards of conduct are clear to all students and appear to have been developed with student participation.
			Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
			Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

## Levels of Performance-Evaluation Rubrics

### **DOMAIN 2: THE CLASSROOM ENVIRONMENT**

#### **Component 2e: Organizing Physical Space**

**Elements:** Safety and accessibility • Arrangement of furniture and use of physical resources

ELEMENT	LEVEL OF PERFORMANCE		
	UNSATISFACTORY	BASIC	PROFICIENT
<b>Safety and accessibility</b>	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.
<b>Arrangement of furniture and use of physical resources</b>	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

## Levels of Performance-Evaluation Rubrics

### **DOMAIN 3: INSTRUCTION** **Component 3a: Communicating with Students**

Elements: Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language

ELEMENT	LEVEL OF PERFORMANCE		
	UNSATISFACTORY	BASIC	PROFICIENT
<b>Expectations for learning</b>	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
<b>Directions and procedures</b>	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.
<b>Explanations of content</b>	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.
<b>Use of oral and written language</b>	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

## Levels of Performance-Evaluation Rubrics

### **DOMAIN 3: INSTRUCTION**

#### **Component 3b: Using Questioning and Discussion Techniques**

Elements: Quality of questions • Discussion techniques • Student participation

ELEMENT	LEVEL OF PERFORMANCE		
	UNSATISFACTORY	BASIC	PROFICIENT
<b>Quality of questions</b>	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.
<b>Discussion techniques</b>	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.
<b>Student participation</b>	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Students themselves ensure that all voices are heard in the discussion.

## Levels of Performance-Evaluation Rubrics

### **DOMAIN 3: INSTRUCTION** **Component 3c: Engaging Students in Learning**

**Elements:** Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

ELEMENT	LEVEL OF PERFORMANCE		
	UNSATISFACTORY	PROFICIENT	DISTINGUISHED
<b>Activities and assignments</b>	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Most activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
<b>Grouping of students</b>	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or to moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
<b>Instructional materials and resources</b>	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
<b>Structure and pacing</b>	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

## Levels of Performance-Evaluation Rubrics

### DOMAIN 3: INSTRUCTION Component 3d: Using Assessment in Instruction

**Elements:** Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

ELEMENT	LEVEL OF PERFORMANCE		
	UNSATISFACTORY	BASIC	PROFICIENT
<b>Assessment criteria</b>	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.
<b>Monitoring of student learning</b>	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.
<b>Feedback to students</b>	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.
<b>Student self-assessment and monitoring of progress</b>	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

SOURCE: Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2<sup>nd</sup> ed). Alexandria, VA: Association for Supervision and Curriculum Development. Adapted with permission.  
Page 16 of 23

## Levels of Performance-Evaluation Rubrics

### **DOMAIN 3: INSTRUCTION** **Component 3e: Demonstrating Flexibility and Responsiveness**

Elements: Lesson adjustment • Response to students • Persistence

ELEMENT	LEVEL OF PERFORMANCE		
	UNSATISFACTORY	BASIC	PROFICIENT
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.

## Levels of Performance-Evaluation Rubrics

### **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

#### **Component 4a: Reflecting on Teaching**

Elements: Accuracy • Use in future teaching

ELEMENT	LEVEL OF PERFORMANCE		
	UNSATISFACTORY	BASIC	PROFICIENT
<b>Accuracy</b>	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.
<b>Use in future teaching</b>	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.

## Levels of Performance-Evaluation Rubrics

### DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

#### Component 4b: Maintaining Accurate Records

**Elements:** Student completion of assignments • Student progress in learning • Noninstructional records

ELEMENT	LEVEL OF PERFORMANCE		
	UNSATISFACTORY	BASIC	PROFICIENT
<b>Student completion of assignments</b>	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.
<b>Student progress in learning</b>	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.
<b>Noninstructional records</b>	Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance.

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## Levels of Performance-Evaluation Rubrics

### DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4c: Communicating with Families

**Elements:** Information about the instructional program • Information about individual students • Engagement of families in the instructional program

ELEMENT	LEVEL OF PERFORMANCE		
	UNSATISFACTORY	BASIC	PROFICIENT
<b>Information about the instructional program</b>	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.  Students participate in preparing materials for their families.
<b>Information about individual students</b>	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.
<b>Engagement of families in the instructional program</b>	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

## Levels of Performance-Evaluation Rubrics

### **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

#### **Component 4d: Participating in a Professional Community**

**Elements:** Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects

ELEMENT	LEVEL OF PERFORMANCE		
	UNSATISFACTORY	BASIC	PROFICIENT
<b>Relationships with colleagues</b>	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
<b>Involvement in a culture of professional inquiry</b>	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.
<b>Service to the school</b>	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
<b>Participation in school and district projects</b>	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

## Levels of Performance-Evaluation Rubrics

### **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

#### **Component 4e: Growing and Developing Professionally**

**Elements:** Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession

ELEMENT	LEVEL OF PERFORMANCE		
	UNSATISFACTORY	BASIC	PROFICIENT
<b>Enhancement of content knowledge and pedagogical skill</b>	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.
<b>Receptivity to feedback from colleagues</b>	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.
<b>Service to the profession</b>	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.
			Teacher initiates important activities to contribute to the profession.

## Levels of Performance-Evaluation Rubrics

### DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

#### Component 4f: Showing Professionalism

**Elements:** Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

ELEMENT	LEVEL OF PERFORMANCE	DISTINGUISHED		
		BASIC	PROFICIENT	
<b>Integrity and ethical conduct</b>	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
<b>Service to students</b>	Teacher is not alert to students' needs.	Teacher attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
<b>Advocacy</b>	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
<b>Decision making</b>	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
<b>Compliance with school and district regulations</b>	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.